

Vermont Mental Health Performance Indicator Project

DDMHS, Weeks Building, 103 South Main Street, Waterbury, VT 05671-1601 (802-241-2638)

MEMORANDUM

TO: Vermont Mental Health Performance Indicator Project
Advisory Group and Interested Parties

FROM: John Pandiani and Christine Van Vleck

DATE: June 6, 2003

RE: Special Education Students on AHS Caseloads

The attached table and graphs were prepared in response to a request from Commissioner Susan Besio regarding the overlap between special education and Agency of Human Services departments in Vermont. AHS is interested in understanding the overlap between these caseloads as a first step toward developing better processes and systems for delivering integrated and high quality care for these youth.

Data regarding Vermont's special education caseload used in this analysis were obtained from the Department of Education annual "Kids Count" census of all students on an Individualized Educational Plan (IEP) on December 1 of 2000. (Criteria for special education eligibility are attached.) Data regarding Vermont's AHS caseload were obtained from AHS departments as part of the FY2001 AHS Caseload Size and Overlap Project. Because these data sets did not include unique person identifiers, unduplicated counts of young people on both special education and AHS caseloads were determined using Probabilistic Population Estimation.

As you will see, 62% of all special education students were on at least one AHS caseload. The caseload overlap was greatest for Medicaid (54% of special education students), followed by Child Support (24%), Mental Health (16%), SRS (14%), and Reach Up program (13%). Students on an IEP for an Emotional/Behavior Disability had the greatest participation in AHS programs (78%), followed by Learning Impaired students (76%), and students who were Developmentally Delayed (73%). Rates of participation in AHS programs for special education students were greater than for members of the general population in the same age groups in every case, although the differences were not statistically significant in some cases.

As always, we will appreciate your questions, comments, and suggestions for future analysis of these data to pip@ddmhs.state.vt.us or call 802-241-2638.

Eligibility for Special Education

A child/student is eligible for special education if:

- (1) He or she has a disability that meets criteria for one of 12 disabilities outlined in Vermont regulations.
- (2) The disability results in an adverse effect on the child's educational performance in one or more of the basic skill areas.
- (3) The student needs special education services to benefit from his/her educational program and this support cannot be provided through the educational support system, standard instructional conditions, or supplementary aids and services provided in the school.

Selected Disability Definitions

Learning Impaired (LI) – delay or impairment in learning that causes a student's performance on test of intellectual ability to fall at or below 1.5 standard deviations below the mean (IQ of 78 or less) AND the student has concurrent deficits in adaptive behavior.

Specific Learning Disability (SLD) – disability of a perceptual, conceptual, or coordinative nature demonstrated by a severe discrepancy between ability and achievement in one or more basic skill areas -- oral or written expression, reading or listening comprehension, reading skills, math calculation or math reasoning. (Severe discrepancy must be greater than 1.5 S.D. below expected achievement for given ability.)

Speech/Language Impaired (SLI) – significant deficits in listening comprehension or oral expression, evaluated by licensed speech and language pathologist.

Emotional/Behavioral Disability (EBD) – a condition, including schizophrenia, exhibiting one or more of the following characteristics over a long period of time and to a marked degree: Inability to learn that cannot be explained by intellectual, sensory or health factors, inability to build or maintain satisfactory interpersonal relationships with peers and teachers, inappropriate types of behaviors or feelings under normal circumstances, general pervasive mood of unhappiness or depression, or tendency to develop physical symptoms or fears associated with personal or school problems.

Developmentally Delayed – a clearly observable and measurable delay in one or more of the following areas: cognitive development, physical development (including hearing and vision), communication development, social-emotional development, or adaptive development, and the delayed development shall be at the level that the child's future success in home, school, or community cannot be assured without the provision of early intervention services.

Participation in AHS Programs by Students* with an Individualized Educational Plan Vermont: FY 2001

AHS Program	% of VT Population served by AHS Program	% of IEP Students Served by AHS Programs						
		Total	Emotional/ Behavioral Disability	Learning Impaired	Develop- mentally Delayed	Speech/ Language Impaired	Specific Learning Disability	Other
Any AHS Program Listed Below	51% ± 0.25%	62% ± 1%	78% ± 2%	76% ± 3%	73% ± 5%	59% ± 3%	53% ± 2%	65% ± 3%
Medicaid	39% ± 0.19%	54% ± 1%	64% ± 2%	72% ± 3%	67% ± 5%	52% ± 3%	45% ± 2%	55% ± 3%
Child Support	20% ± 0.10%	24% ± 1%	33% ± 2%	28% ± 3%	30% ± 5%	23% ± 2%	22% ± 2%	22% ± 2%
Children's Mental Health	6% ± 0.03%	16% ± 1%	41% ± 1%	18% ± 2%	15% ± 3%	11% ± 1%	11% ± 1%	16% ± 2%
SRS	8% ± 0.04%	14% ± 1%	27% ± 2%	21% ± 2%	29% ± 4%	14% ± 1%	10% ± 1%	14% ± 2%
Reach Up**	8% ± 0.04%	13% ± 1%	18% ± 2%	17% ± 2%	24% ± 4%	16% ± 1%	13% ± 1%	10% ± 2%
Special Health Needs	0.9% ± 0.01%	4% ± 0.2%	2% ± 0.3%	8% ± 0.5%	13% ± 1%	4% ± 0.4%	2% ± 0.2%	12% ± 1%
Gen & Emerg Assistance	3% ± 0.01%	4% ± 0.3%	6% ± 1%	7% ± 1%	6% ± 2%	6% ± 1%	4% ± 1%	5% ± 1%
Developmental Services	0.4% ± <0.01%	3% ± 0.1%	1% ± 0.2%	11% ± 0.4%	3% ± 0.3%	1% ± 0.1%	0.6% ± 0.2%	9% ± 0.3%
DAD	0.3% ± <0.01%	1% ± 0.1%	2% ± 0.4%	2% ± 0.3%	--	1% ± 0.2%	1% ± 0.2%	2% ± 0.3%

*Includes students who are 6-17 years of age.

Analysis is based on data provided by the Department of Education and the Agency of Human Services.

Total category includes learning impaired, developmentally delayed, emotional/behavioral disability, speech/language impaired, specific learning disability, and "other" category.

The Other category includes hearing impaired, deaf, visually impaired, orthopedically impaired, other health disability, deaf-blind disability, multi-handicapped, traumatic brain injury, and Autism.

Children's MH - Department of Developmental and Mental Health Services' (DDMHS) Children's Services Programs.

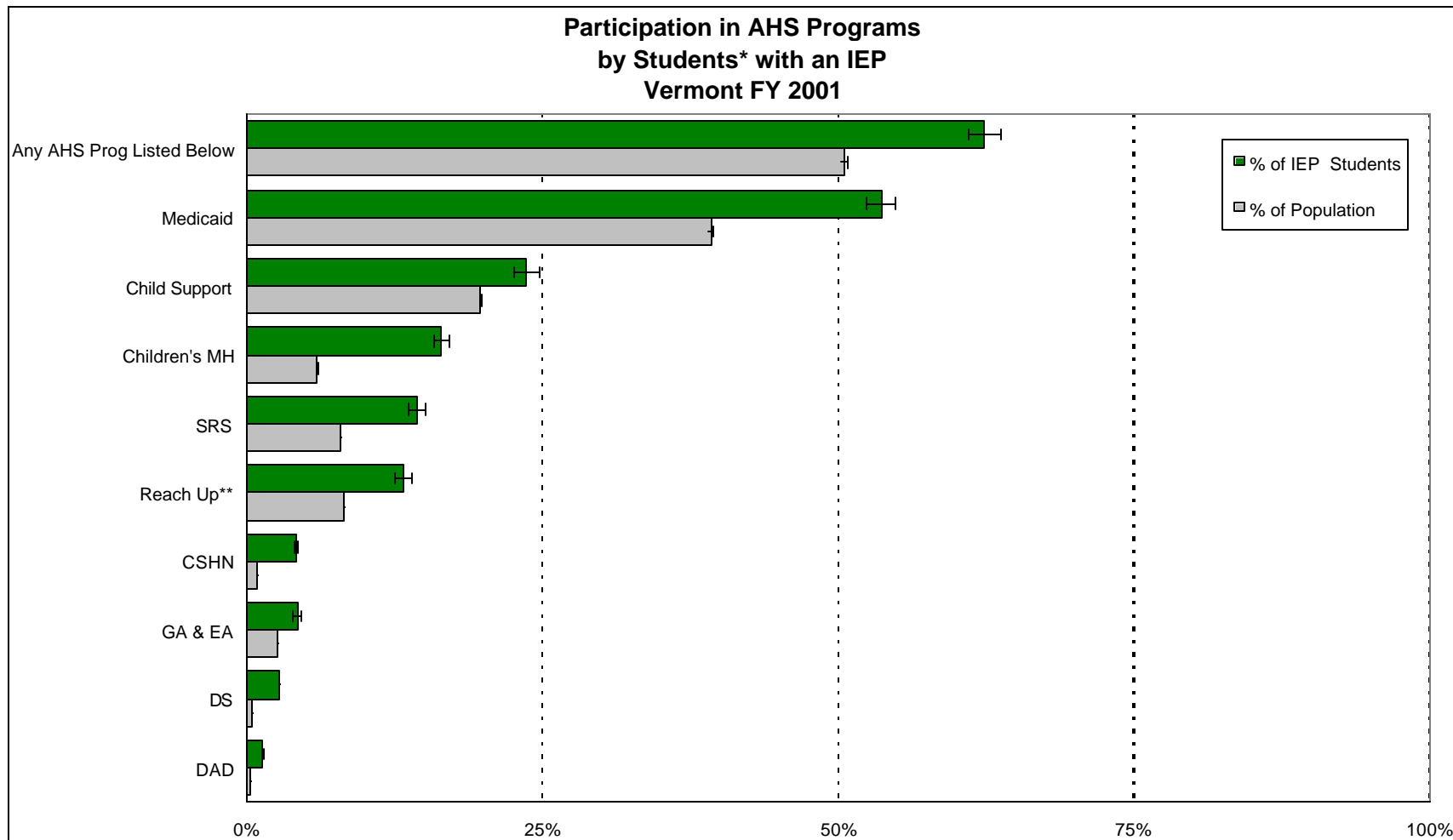
**Reach up - Formerly known as Aid to Needy Families with Children.

Special Health Needs - Department of Health's Children with Special Health Needs Program.

Gen & Emerg Assistance - Department of Prevention, Assistance, Transition, and Health Access's (PATH) General Assistance Program and Emergency Assistance Program

DAD - Department of Aging and Disabilities.

Because the data sets used in this analysis do not share unique person identifiers, Probabilistic Population Estimation was used to determine unduplicated counts of individuals shared across data sets (with 95% confidence intervals).



*Includes students who are 6-17 years of age.

**Reach up - Formerly known as Aid to Needy Families with Children.

Children's MH - Department of Developmental and Mental Health Services' (DDMHS) Children's Services Programs.

SRS- Social and Rehabilitation Services.

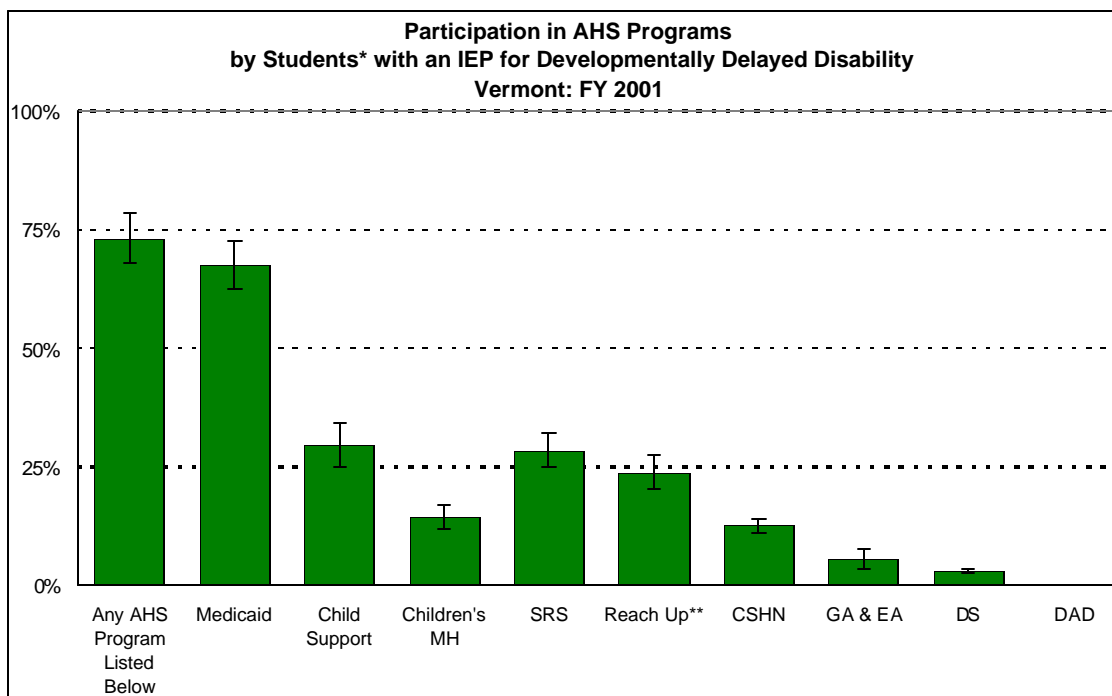
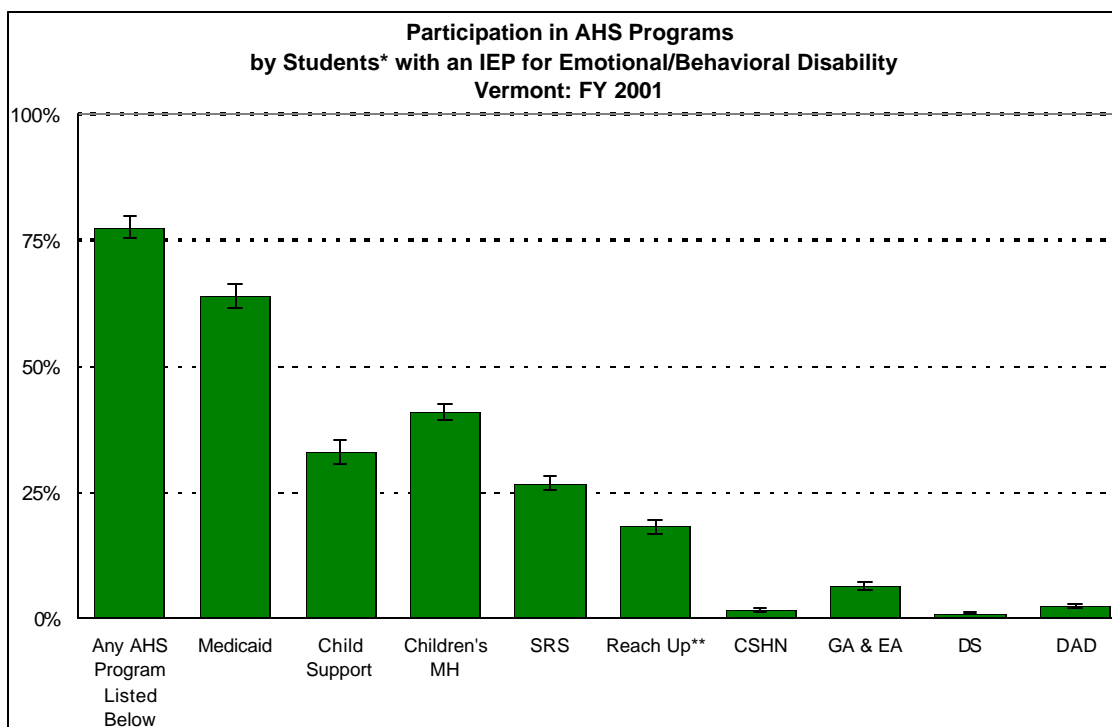
CSHN- Department of Health's Children with Special Health Needs program.

GA & EA- Department of Prevention, Assistance, Transition, and Health Access's (PATH) General Assistance Program and Emergency Assistance Program.

DS-DDMHS's Developmental Services.

DAD - Department of Aging and Disabilities.

Because the data sets used in this analysis do not share unique person identifiers, Probabilistic Population Estimation was used to determine unduplicated counts of individuals shared across data sets (with 95% confidence intervals).



*Includes students who are 6-17 years of age.

**Reach up - Formerly known as Aid to Needy Families with Children.

Children's MH - Department of Developmental and Mental Health Services' (DDMHS) Children's Services Programs.

SRS- Social and Rehabilitation Services.

CSHN- Department of Health's Children with Special Health Needs program.

GA & EA- Department of Prevention, Assistance, Transition, and Health Access's (PATH) General Assistance Program and Emergency Assistance Program.

DS-DDMHS's Developmental Services.

DAD - Department of Aging and Disabilities.

Because the data sets used in this analysis do not share unique person identifiers, Probabilistic Population Estimation was used to determine unduplicated counts of individuals shared across data sets (with 95% confidence intervals).